

Tanzanian Education and Entrepreneurial Influence among Females



Tanzanijsko obrazovanje i preduzetnička aktivnost žena

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ABSTRACT

Several approaches have been proposed by researchers to the economic empowerment of women. Starting and sustaining an individual business is one of the strategies for the economic development of entrepreneurially-oriented females. This study evaluated the factors influencing entrepreneurial activities; there was a further ingoing examination of the impact of education on Tanzanian females starting-up their own businesses. A total of 128 business women from Makambako and Njombe participated in the study, which primarily employed a questionnaire for data collection. Findings indicated that the government policy, strategies and support for female entrepreneurs had little or no impact on their entrepreneurial motivation. In addition, the level of formal education that women attained was found to have little impact. It was found, however, that the kind of training a female entrepreneur underwent was the most important factor in the business start-up. Thus, this study proposes that more effort should be put into practical and vocational training that has a direct impact on the kind of business that women can establish.

KEW WORDS: *female entrepreneurs, motivation, education, business start-up, Tanzania*

Introduction

Various studies have found that female entrepreneurs play a crucial role in the development of the world economy (Brush et al., 2006; de Bruin et al., 2006, 2007; European Commission, 2005). Business women are becoming prominent as employers, customers, suppliers and competitors in the global economy (Brush, 2010).

According to the Global Entrepreneurship Monitor (GEM) in 2004, more than one third of people involved in entrepreneurial activities were women. In order to make business women more aware of the great contribution they make to economic development, it is important to stimulate, support and sustain their entrepreneurial dreams and efforts. Education can be one of the critical tools for accomplishing this aim.

Several factors which influence the engagement of females in entrepreneurial activities have been cited (Cooper, 1971). According to Cooper (1971) the decision to become an entrepreneur (set up a new firm) is, in every sense, a strategic decision taken by the entrepreneurs themselves. This involves non-routine decisions to commit resources to the creation of a new business at a particular time and place. Following Cooper (1971) it is argued that the entrepreneurial influence for business start-up involves three major groups of factors: *antecedent influence*, *incubator organisation*, and *environmental factors*.

The most common influences on entrepreneurial decisions are social and educational factors (Gibb, 1993). Following the research study by Gibb (1993) it was found that social factors may involve personal background, family background, stage of career, early life experiences and environmental growth. Kamal, et al. (2009) suggested that in certain contexts women may be more driven by social pressures; however, according to Kirk and Belovics (2006), women become entrepreneurs in order to balance their work and family life.

A study undertaken in Tanzania by Olomi (2009) found that some Tanzanians who initially went into business start-ups to survive and to enhance family security eventually became successful entrepreneurs. The majority of female entrepreneurs managed to run large enterprises while adopting/applying some proactive growth-seeking strategies (Olomi, 2009).

Together with the above, educational factors contribute to women's decisions to start a business and to their choice of entrepreneurial activity;

these factors include the level of education, kind of education (formal or informal), type of skills developed (vocational or academic) and the school environment (Amelink and Meszaros, 2011; Rose et al., 2006).

Purpose of the Study

This study aims to evaluate the factors influencing the entrepreneurial activities of women, with further on going examination of the impact of education on Tanzanian females starting-up their own businesses. The study examined various factors that influence women's decisions to engage in entrepreneurial activities in general, and the educational factors (level of education, kind of education, skills developed and nature of training) that influence Tanzanian women in business start-ups in particular. The study's specific objectives are:

- To investigate the entrepreneurial influence among Tanzanian females.
- To examine educational factors influencing business start-up among Tanzanian female entrepreneurs.

Literature Review

Within Tanzania, women's participation in the informal sector or cottage industry has increased significantly in both rural and urban areas (Olomi, 2009). Vending, petty trade, liquor-making, and vegetable selling are some of the most common employment activities undertaken by women (Snyder, 2000).

Morris et al. (1996) suggest that, within developing countries, the "*informal sector*" plays a great role in facilitating economic development. Their research indicated that the current employment growth in most developing economies (like Tanzania) originates from the entrepreneurial sector of the economy. In many parts of the world this comprises the *informal sector*, which includes all the activities that fall outside the formal structure of registration, taxation, licencing and statistically documented (officially registered) business enterprises (Morris et al., 1996).

Langowitz and Minnitti (2007) found that female propensity to start new businesses is positively related to both their alertness to existing opportunities and self-assessment of having the relevant skills and

knowledge. According to Cromie (1987) when considering their options of whether or not to become an entrepreneur, females are less concerned with making money and often choose entrepreneurship as a result of career dissatisfaction. This is due to the fact that female entrepreneurs see entrepreneurship as a means of simultaneously satisfying their own career needs, as well as the needs of their children and wider family (Brush, 2010).

Langowitz and Minnitti (2007) found that individuals with a high level of education are more likely to engage in entrepreneurship. It was also reported by Wit and Van Winden (1989) that people with more work experience, a higher level of education, and greater knowledge of market and business practice are more likely to be able to identify an opportunity for starting a new business. From the argument above, the conclusion may be drawn that people with a lower level of education have greater difficulties in finding a paid job, so they are more likely to get involved in small business activities. Bholra et al. (2006) noted that highly educated people are more likely to pursue opportunity-based ventures, while less educated entrepreneurs are more involved in necessity entrepreneurship; thus it follows that level of education can be a differentiating factor in the choice of entrepreneurial activity.

The findings from the research studies which have been conducted within Tanzania on SMEs show that the majority of Tanzanians enter into small businesses because of a lack of adequate educational achievement, and difficulty in securing formal employment (Kuzilwa, 2005; Mfaume and Leonard, 2004; Olomi, 2001; Rutashobya, 1995; Toroka and Wenga, 1997). This implies that the majority of SME operators, including Tanzanian females, engage in SMEs as the last option available to them to earn their livelihood. Most females within Tanzania are constrained by lack of education and vocational training, business experience, discrimination, inadequate socialisation/networking and unwillingness to take risks (Coleman, 2002; Fielden et al., 2003; Nchimbi, 2002).

Kaplan (1988) found that motivation to start-up new business ventures differed depending on the age of a woman business owner and the circumstances under which that business was founded specifically, whether the creation of the business represented job transition or re-entry into the workforce.

In addition to the above notions, desire for greater flexibility, seeking challenges and escaping from organisational bureaucracy are also

influencing factors that lead females to start-up their own businesses (Lee and Rogoff, 1997). Following studies by Schwartz (1976), Hisrich (1986) and Scott (1986), the major entrepreneurial influences for females to start-up a business were the need to achieve, the desire to control and be independent, the need for job satisfaction, and economic necessity.

Entrepreneurial activity arises from different circumstances as well as influences that drive the decision to start-up a business. The decision to become self employed may stem from the push effect of (the threat of) unemployment; but also it might be from the pull effect induced by a thriving economy which creates the entrepreneurial opportunities (Kirkwood, 2009). According to Reynolds et al. (2002), the *opportunity entrepreneurs* are more prevalent in high-income countries, while *necessity entrepreneurs* are more common in low-income countries. Similarly, Brush et al. (2010) argue that women in developed economies are more likely to start-up businesses when an opportunity arises, while those in less developed economies are mostly influenced by necessity.

The majority of females in developed countries do not believe they have the skills and knowledge essential for starting new businesses; while females in developing countries appear confident that they have all the skills and knowledge to start a business, and tend to become involved in a wide variety of business activities (Minnitti, 2003). In these developing countries women lack education and experience prior to start-up; while women in the developed countries are being provided with special entrepreneurship education from the education institutions within their countries (Langowitz and Minnitti, 2007).

Worldwide, unemployment rates are much higher, and the gender gap is lower, among women with tertiary qualifications (some up to college level) than among less educated women with access to more interesting and better paid occupations (Minnitti, 2008; Minniti and Bygrave, 2003). Women have made significant gains in higher-education enrolment in most regions of the world (Langowitz and Minnitti, 2007; Minnitti, 2003). In the majority of high-income countries, the female labour force has a higher tendency to attain tertiary education than the male labour force (Minnitti, 2003). In contrast, in low-income countries, although the gender gap in primary and secondary schools is closing, women still lag behind men in some of the developing countries (Langowitz and Minnitti, 2007; Minnitti, 2003).

Education as the Motivating Factor for Female Entrepreneurship

Several earlier studies found that demographic characteristics, such as age and gender, and individual background, such as education and work experience, had an impact on entrepreneurial intention and endeavour (Kolvereid, 1996; Mazzarol et al., 1999). Minniti and Bygrave (2003), however, argued that people with higher levels of education are not necessarily more entrepreneurial.

A study undertaken by Charney and Libecap (2000) found that entrepreneurship education produces self-sufficient enterprising individuals. Furthermore, they found that entrepreneurship education increases the formation of new ventures, the likelihood of developing new products, and the likelihood of self-employed graduates owning a high-technology business. Also, Charney and Libecap's (2000) study revealed that entrepreneurship education of employees increases the sales growth rates of emerging firms.

Similarly, Sinha (1996) analysed the educational background of the entrepreneur and revealed that 72% of the successful entrepreneurs had a minimum level of a technical qualification, whereas almost 67% of the unsuccessful entrepreneurs did not have any technical background. Sinha (1996) concluded that entrepreneurs with business and technical educational backgrounds are in a better position to appreciate and analyse hard reality and deal with it intuitively, which seems to play a critical role in entrepreneurial effectiveness.

This is supported by Panda (2001; in Rose et al., 2006); that education and previous experience leads to entrepreneurial success. Previous occupational background greatly influences the entrepreneurial venture, whereby the entrepreneur is able to bring all their knowledge and experience to the new business. In a study conducted in Nepal, Thapa (2007) found that education has a very positive effect on entrepreneurial success. Likewise, Indarti and Langenverg (2004), in their study within Indonesia, found that education of the entrepreneurs had a very significant positive relationship with business start-up as well as growth and success.

Cooper (1985) stated that factors like experience/occupational background of the entrepreneurs, family members, skills, knowledge, role models, support and the economic condition of the entrepreneurs, access to capital and the like were some of the factors influencing the decision to

become an entrepreneur. According to Cooper (1971), education, knowledge and skills were also found to be among the major factors which drive the motivation of entrepreneurs. Similarly, Hisrich (1990) and Krueger (1993) also stated that the human capital elements such as education, training, skills and experience make a positive contribution towards business start-ups. Correspondingly, Lussiers and Pfeifer (2001) further argued that entrepreneurs with higher levels of education and experience had greater chances of growing and succeeding in business activities than people without education and experience.

Mehralizadeh and Sajady (2006) stated that the success of the business depends on the prevailing socio-economic factors such as education, skills, and training. In the same way, Rose et al. (2006) have also found that skill, education and experiences, as well as financial support, are some of the major factors affecting the entrepreneurial motivation for start-ups and growth. The CIBC World Markets Inc. (2004) stated that high levels of education, role models, and ownership of the business are some of the major factors for the growth of revenue in the small business.

In a study within Kerala, Raman (2004) found that factors influencing business start-up were largely due to factors such as initiatives, third party assistance, encouragement by family and friends, skill and experiences, and the need for independence. In the same way, Swinney and Runyan (2007) stated that generating income, creating jobs for themselves and support from family and friends were the leading factors influencing people to become successful entrepreneurs. It is in this context that the study made attempts to contribute to knowledge of the links between education, motivation and business start-up among women in the developing world.

Research Methods

The study involved 128 small-scale business women from Makambako and Njombe townships in Tanzania. The research sample consisted of the participants who were engaged in various retail businesses such as sewing/knitting, selling fish, vegetables, fruits and food, and other forms of petty business/vending activities within both Makambako and Njombe open markets. An opportunity sampling approach was used to recruit the participants for this study. In this approach, the study and its

purpose were introduced to all the members of the social networking group known as the *KiRaMa Group* during their monthly meeting. The *KiRaMa Group* is an informal group locally formed for the purpose of social networking and communicating, as well as helping and supporting members in different social situations such as sickness, funerals and wedding ceremonies.

The participants in the study were of the following age ranges: 6.3% were less than 20 years, 32.8% were aged between 21 and 30 years; 46.1% of the participants were aged between 31 and 40; 8.6% were between 41 and 50 and 1.6% were aged 51 and above. The majority of these women were separated (54.7%), followed by those who had not married (30.5%). There were also widowed (8.6%), divorced (3.1%) and married (3.1%) participants. Due to social demographics and Tanzanian culture, most of the single parents (mothers) and unmarried women are the ones who run their own businesses, as the majority of married females tend to operate within family-owned businesses. All the females in the sample surveyed are engaged in different entrepreneurial activities as shown in Table 1.

Table 1: Business Activities Operated by Females.

	Frequency	Percent
Agriculture	14	10.9
Construction	1	0.8
Wholesale	16	12.5
Retail	90	70.3
Service/salon	6	4.7
Professional services	1	0.8
Total	128	100.0

Instrument

Mainly, one research instrument was used to collect data; a questionnaire which comprised of close-ended questions. The choice to use the questionnaire was made based on the mapping of various research studies and the literature review, but modifications were made to some questions in order to fit with the context of this study. Information related to educational factors influencing women's start-up in business was gathered through the questionnaire. The questionnaire had a five-point

Likert scale ranking, where 1 = strongly disagree, 2 = disagree, 3 = neutral (undecided), 4 = agree and 5 = strongly agree. The questionnaires were administered in the Kiswahili language so as to obtain richer information based on a language that was clear to all the study participants.

Questionnaires

Business women who attended their local informal networking group monthly meeting and expressed their willingness to participate in the study after being introduced by their leaders were all included in this study. Therefore, all participants who were interested in participating in the study at Makambako and Njombe were first given an introduction regarding the research study by letter which was sent to one member among them, who then introduced it to the group's chairlady. The questionnaires were then filled out the same day at the end of the normal monthly meeting.

Findings

The purpose of this study was to investigate factors influencing business start-up among women entrepreneurs in Makambako and Njombe in Tanzania. In this paper the researcher has described the general factors that influence business start-up decisions, and the educational factors influencing the decision to start-up businesses among females from Makambako and Njombe townships. The general factors influencing entrepreneurial decision are classified into personal factors (*antecedent*), previous organisation/activities that an entrepreneur had engaged in (*incubator organisations*), and government support (*environmental factors*) for the entrepreneurs.

Factors Influencing Business Start-up among Tanzanian Females

Findings have shown that women could engage in business if there was an assurance of market, and access to capital (Table 2).

Table 2: General Factors Influencing Females to Start-up Own Business.

	N	M	SD
Accessibility of market/customers	128	4.09	0.318
The availability of microfinance institutions like Saccoss, WDF and the like	128	4.13	0.376
The presence of many successful business women in my area	128	2.96	0.926
The economic conditions of my local area	128	3.06	0.612
The support from the local government	128	1.46	0.500
The availability of support from the central government	128	1.31	0.599
The availability and accessibility of venture capital for business start-up	128	2.52	1.386

As indicated in Table 2 above, women in the township of Njombe and Makambako agreed that accessibility to the market and availability of microfinance institutions like Saving and Crediting Cooperative Societies (SACCOS) were important factors influencing their decision to start-up a business. Results further indicate that support from central and local government have the lowest mean values, whereas availability of venture capital and role models (successful business women) had little impact on business start-up. In addition, the majority of respondents were neutral about the economic conditions of their local areas. This might further imply that business women in Njombe and Makambako were not sure whether the economic condition of their area had any influence on their business start-up decision.

Incubator Organisation

Motivation for business start-up is also influenced by the history of the responsible entrepreneur (incubator organisations); that is, previous employment, experience, support network (friends) and skills or training that were acquired before business start-up (Table 3).

Table 3: Incubator Organisation Influencing Female Business Start-up

	N	M	SD
I had some experience in a small business setting	128	1.80	0.404
My former job influenced me to start-up my own business	128	1.40	0.714
I was redundant and I had to create my own job	128	2.25	0.996
I had good contact with fellow founders who were former colleagues	128	1.91	0.778
I had good contact with the public (suppliers and customers)	128	3.93	0.666
I had the right skills and experience	128	4.08	0.659
The geographical location of where I was working has influenced me to start-up the business	128	1.85	1.058

Entrepreneurial women from the Njombe and Makambako townships have indicated that the right skills and experiences gained through formal and informal training were crucial to their decision to start-ups (Table 3). They further indicated that prior good contacts with potential customers and suppliers also influenced their decision to start-up their own business; however, the findings in this study have shown that previous business experience, employment history, geographical location and contacts with fellow founders had little influence. This may be due to the fact that most of these female entrepreneurs have not attained a sufficient level of education to secure any formal employment.

Government Support

The government as the main player in the economic development of individuals and the nation at large has the role of addressing the general constraints involved, as well as the opportunities that can be used by entrepreneurs to advance their economic well being. This study evaluated the influence of some Tanzanian policies, national development programmes and government strategies to overcome poverty among female entrepreneurs in Njombe and Makambako (Table 4).

Table 4: Government Policy, Strategies and Support

	N	M	SD
There are specific policies for promoting entrepreneurship activities in Tanzania	128	2.59	0.58
Normally entrepreneurship policy differentiates between medium and small business start-up	128	2.64	0.73
I know the Ministry/Agency and Public Institutions which are responsible for entrepreneurship	128	2.52	0.61
There are deliberate strategies for promoting entrepreneurship in Tanzania	128	2.23	0.91
There are some government efforts towards tracking entrepreneurship activities	128	2.54	0.63
Tanzania's government helps entrepreneurs to network with other entrepreneurs	128	2.43	0.60

As indicated in Table 4, female entrepreneurs in Njombe and Makambako townships, Tanzania have indicated that government policies and strategies have not contributed to their decision to start-up or grow the existing business. All items related to the government support and strategies had mean values below the average. The overall mean for the impact of government support was 2.6 with a standard deviation of 0.44, which was below the average in a five-point Likert scale.

Personal Factors

Results indicate that in all cases, business start-up was influenced by inherent factors within an individual; for example, career experience, education/knowledge/vocational skills, family background, inheritance and personal influence (Table 5).

Table 5: Personal Factors Influencing Business Start-up

	N	M	SD
My previous career experiences influenced my business choice	128	2.42	1.45
My educational background influenced my business choice	128	4.08	0.66
I was influenced by my own family to go into business	128	4.10	0.65
I inherited an entrepreneurial spirit from my parents who run a business	128	3.08	0.66
My instinct was always to become a business woman	128	2.07	0.94

Findings displayed in Table 5 indicate that educational background and family issues had a higher influence on female business start-ups. The majority of respondents were neutral about the inheritance of entrepreneurial spirit from parents who run business activities. In addition, career experiences and instinct to become business women had little influence on a female's decision to start-up a business.

Educational Factors Influencing Business Start-up

A range of educational factors were assessed, such as level of education, formal or informal training, and how some of the training-related factors have had an influence on business start-up e among female entrepreneurs from the Makambako and Njombe townships in Tanzania.

Level of Education

In this study the researcher was interested in examining how the level of education of participants influenced their decision to start-up a business. The study concentrated on women who were running small-scale businesses; thus it is important to assess their educational level so as to establish the factors that influenced them to start-up a business. Different levels of education were assessed; informal training, standard seven (Certificate of Primary Education), form four (Certificate of Secondary Education Examination), form six (Advanced Certificate of Secondary Education Examination) and post secondary education (Table 6).

Table 6: Female Entrepreneurs' Level of Education

	Frequency	Percent
1. Non-formal education	23	18.0
2. Standard seven	83	64.8
3. Secondary O Level	21	16.4
4. Secondary A level	1	0.8
Total	128	100

Table 6 above shows that more than 80% of the participants had received no more than a primary school education, about 16% attended secondary education and only 0.8% from the sample had attained an advanced level of secondary education.

Kind of Training Received

In describing various educational factors that are likely to have an influence on the women's decision to run small businesses, the kind of training that businesswomen received was found to be important. In Tanzania there are different kinds of trainings that few women were found to have achieved from either attending formal vocational training centres or through some informal practical training/induction from fellow women, or informal networking and religious groups (Table 7).

Table 7: Kind of Training Programme that Business Women have Attended

	Frequency	Percent
1. Mechanics	1	0.8
2. Electrical Engineering	1	0.8
3. Carpentry	1	0.8
4. Cookery	29	22.7
5. Handicrafts	86	67.2
6. Painting	5	3.9
7. Plumbing	5	3.9
Total	128	100

As indicated in Table 7, the majority of the respondents who had engaged in various business activities had attended at least handicrafts and

cooking training. Few had attended painting and plumbing training while only three (one in each) had attended training in mechanics, electrical engineering and carpentry. The handicraft and cooking training included both formal and informal training. The majority of the business women in Makambako and Njombe reported to have participated in at least informal training relating to the kind of business that they were operating. These were mainly through face-to-face practical training sessions which were offered within their own informal networks (thereby *KiRaMa Group*) as well as from friends and neighbours.

How do Different Educational Factors Influence the Start-up Decision of Business Women?

Each of the educational factors - level of education, access to information, kind of training attained and opportunity for training - that women obtained was reported to have influenced them to start-up a business (Table 8).

Table 8: Educational Factors Influencing Business Start-ups

	N	M	SD
1. My vocational training background contributed a lot towards my start-up and growth	128	4.08	0.66
2. There are support groups which provide training for women's entrepreneurship education/skills development	128	4.02	0.60
3. The education I undertook has contributed significantly to my current business	128	3.43	0.68
4. I had informal training regarding the entrepreneurship programme I have engaged in	128	4.36	0.70
5. There are information centres where entrepreneurs can receive business advice and support	128	4.20	0.40
6. I have access to some business information through media within my geographical area	128	4.41	0.62

Two factors were found to have the highest mean values regarding educational factors influencing women to start-up business. These were the

kind of training and access to information regarding the kind of business they engaged in. However, other educational factors showed means above the average. This indicates that the level of (formal) education that one attained made a very limited contribution to business start-up rather than practical training and skills.

The Relationship Between Educational Factors and Other Factors

Different factors have been discussed in this study and found to contribute in influencing women's decision to start-up a business. The researcher has so far discussed the general factors influencing such decisions, as well as the educational factors which had an influence. A correlational analysis to determine the way each factor influences others was carried out.

Educational factors were directly related to women's background which was found to have a direct impact on entrepreneurial decision, and a positive correlation was also found between background experience and motivational factors, as well as background experience and personal factors. Both government policy and national strategies had a negative correlation with other motivational factors. These findings suggest that the Tanzanian government's efforts to develop female entrepreneurs are not effective or have little influence on the women's decisions to start-up a business. Additionally, national strategies and general support had a positive correlation with personal factors that were influencing females' business start-ups.

Research Limitations/Implications

Questionnaires were mainly distributed in Makambako and Njombe townships. In order to obtain a clear picture of factors influencing Tanzanian women's decision to start their own businesses as well as examining educational factors towards their start-up, more opinions and views of a greater sample from other townships and regions need to be collected and analysed. The questionnaire sample survey targeted female entrepreneurs only, in order to obtain more ideas on the topic; future studies should also focus on Tanzanian females who have chosen not to start their own business.

Conclusions and Discussion

The purpose of this study was to investigate the influences on entrepreneurial decisions among Tanzanian females. Two research objectives were addressed in this study; the first investigated the general factors influencing entrepreneurial decision to start-up, and the second examined educational factors influencing business start-ups among Tanzanian business women. Findings have revealed that Tanzanian government policies and national strategies have had very little or no impact on the women's decisions to start-up their own businesses. The majority of women, particularly those who were running micro-enterprises, had no idea about the government policies and strategies regarding their entrepreneurial development. However, female entrepreneurs agreed that the presence of micro-economic institutions such as SACCOs were important for their decision to start-up businesses. These micro-finance/economic institutions were established as part of government policy to support micro-scale economic development programmes (REDET, 2008).

Given this view of the female entrepreneurs, it can be argued that female entrepreneurs in Makambako and Njombe are not *aware* of the efforts by their government in supporting their business activities. Thus, it is crucial for the government and other economic development agencies in Tanzania to provide education/awareness to its citizens regarding government policies, strategies and development programmes related to women's entrepreneurship.

Other influencing factors that were found to contribute towards entrepreneurial decision were the availability of market and the kind of business skills and knowledge that female entrepreneurs had. Presence of the skills and knowledge related to the production of an item that was demanded in a given place was found to be important in determining the likelihood that a woman would, or would not, start-up a business.

Findings regarding educational factors influencing women's decision to participate in entrepreneurial activities showed that level of education was a low determinant of business start-up; rather, the kind of training one had attended/received had greater impact on women's start-up decisions. Going or not going to school was found to make a smaller contribution to business start-up decisions, as the majority of business women had either never been to school, or were not even standard seven leavers (*primary*

school education in Tanzania). Very few business women were secondary education leavers, with only one graduate of advanced secondary education being found within the sample surveyed. However, despite the majority of the participants being standard seven leavers or non educated (formally), they had undergone both informal and formal technical training. Most of the women entrepreneurs were basket makers, potters, salon owners, weavers, gardeners, and bakers. Participants indicated that their businesses were highly related to the kind of knowledge and skills that they had gained after rather than during formal education. Participants from primary schools and high level of education (*secondary or university education*) were engaging in paid employment jobs rather than private entrepreneurial programmes (small businesses).

This suggests that the entrepreneurial development programmes should focus on developing specific entrepreneurial skills amongst those people who did not manage to receive formal training. Informal training has been particularly effective in the development of some entrepreneurial skills and has had an influence on business start-up among female entrepreneurs in Tanzania. Women who received informal training about poultry, gardening, weaving and the like from peers, parents or social groups, embraced an effective use of this knowledge for their entrepreneurial development. However, this does not mean that formal training is not important; instead, it is argued that those who missed the opportunity to attend formal training should be provided with an opportunity to learn through informal training. In this regard, government and non-governmental organisations should support informal training programmes through social groups and religious organisations which have been found to be pioneers in providing such education to the marginalised groups in Tanzania.

In addition, it is recommended that government and non-governmental organisations should provide support for networking programmes among female entrepreneurs across all regions. Different social groups and individuals from different geographical locations in Tanzania have different entrepreneurial skills which can be shared through networking. Thus, the government should create strategies for promoting social networking among these female entrepreneurs.

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APSTRAKT

Postoji nekoliko pristupa, predloženih od strane istraživača, za ekonomsko osnaživanje žena. Pokretanje i održavanje sopstvenog biznisa je jedna od strategija za ekonomski razvoj žena orijentisanih ka preduzetništvu. Ova studija procenjuje faktore koji utiču na preduzetničke aktivnosti i ispituje značaj obuke na žene, koje žele da pokrenu svoj biznis u Tanzaniji.

Ukupno je kod popunjavanja upitnika učestvovalo 128 žena-preduzetnika iz Makambau-a i Njombe-a. Rezultati pokazuju da politika vlasti, strategije i podrška ženskim preduzetnicima imaju mali, ili nikakav uticaj. Pored toga, stepen formalnog obrazovanja koje su posedovale ove žene je imao takodje neznatan uticaj. Utvrđeno je, međutim, da je vrsta obuke preduzetnica najbitniji faktor kod započinjanja biznisa. Shodno tome, ova studija predlaže da treba više napora uložiti u stručnu i praktičnu obuku, koja će imati direktan uticaj na vrstu posla, koji žene žele da započnu

KLJUČNE REČI: *žene preduzetnici, motivacija, edukacija, pokretanje biznisa, Tanzanija*

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